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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on developing a plan for placing graduates of a pre-employment training program. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information regarding the placement process, e.g., advantages of a company hiring graduates of the training program, role of various agencies in placement, means of identifying the right job, information required from graduates, and information that should be provided by the client company. The second learning activity provides for application of the information in a practice situation, and a final checkout activity allows the learner to develop a plan for placing graduates in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a placement planning worksheet, and a sample personal data sheet are appended for guidance in performing the objectives. (JT)

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CE 011 406

MODULE NUMBER XII

DEVELOPING A PLAN FOR PLACING GRADUATES OF A PRE-EMPLOYMENT TRAINING PROGRAM

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SELF-PACED

INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information also is provided to assist you in completing the learning activities.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to develop a plan for placing graduates in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/ supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for developing a plan for placing graduates, you may not need to complete **Learning Activity I**, p. 4.
* If you already have had **practice** in developing a plan for placing graduates, you may not need to complete **Learning Activity II**, p. 19.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 20, and develop a plan for placing graduates of a pre-employment training program when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more information on the topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

Check with your instructor or supervisor (1) to determine the availability and the location of additional resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

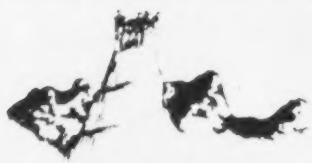
* (None identified)

Learning Activity II

* (None identified)

Check-Out Activity

* A training institution counselor
* An employment service counselor



OBJECTIVES

1. After completing the required reading, take the learner self-test to demonstrate you have attained the knowledge of developing a plan for placing graduates of a pre-employment training program. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in developing a plan for placing graduates of a pre-employment training program in a practice situation. Your work must conform to the checklist provided. **(Learning Activity II)**

III. In an actual work situation, develop a plan for placing graduates of a pre-employment training program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

DEVELOPING A PLAN FOR PLACING GRADUATES OF A PRE-EMPLOYMENT TRAINING PROGRAM

1. 1. INTRODUCTION

The ultimate goal of a pre-employment training program is to place individuals in useful and satisfactory jobs. The placement process involves trying to match an individual's qualifications and competencies with the requirements of a job in industry. Getting individuals into positions in which they are both satisfied and capable of performing does not "just happen." Good results are more likely to occur when careful planning has been accomplished.

A good placement program is one in which the graduates are placed in the job for which they were trained. The graduates of a program are likely to remain on the job for a longer period of time and tend to be more successful.

The industry services leader should have experience in matters relating to placement. He/She should know the procedures of the various agencies involved in placing graduates. These agencies include the employment service, the vocational training institution, and the client company. It is especially important to maintain close contact with the industry representative for information on the exact dates new employees are needed.

The purpose of this unit is to provide information which will be of value to the industry services leader in developing a plan for placing graduates of an industry services program.

LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following section. After reading this material, you will demonstrate knowledge of developing a plan for placing graduates by completing the **Learner Self-Test**, p.13 . You will be evaluating your knowledge by comparing your self-test answers to the **Answers to Self-Test**, p.17.

It is recommended that the local office of the state employment service be given the responsibility of placing graduates in jobs. It is likely that most of the graduates will be placed with the client company. However, certain graduates may choose not to accept a job with the company. Others may not be offered employment with the client company. The employment service has qualified counselors who are well-versed on the techniques of placement. Additionally, employment service personnel usually work very closely with the client industry and the training institution in recruiting prospective trainees and employees. In the event that some training program graduates will seek jobs in other industries, the employment service office would be well-equipped to refer applicants to other sources of employment.

I. IMPORTANT FACTORS TO REMEMBER CONCERNING THE PLACEMENT PROCESS

A. **The placement process should begin at the time the training program begins. The industry representative should be given regular reports concerning the progress of each program participant.**

B. **The persons in charge of placing graduates should compile the information and data required by the industry on each graduate. Much of the information and data should be collected at the time applications are made for the training program.**

C. **Industry personnel managers and supervisors should be provided opportunities to become acquainted with the trainees. One way that this can be accomplished is to have the industry representatives visit the classes regularly to answer any questions about the client company. The trainees may be given a tour of the plant for which they are training.**

II. POLICIES OF SOME COMPANIES WITH REFERENCE TO THE TRAINEE

A. Some companies do not offer employment to all individuals who complete the training.

B. Programs are generally populated at a level higher than the actual manpower needs of the plant. This tends to insure an adequate number of qualified personnel.

C. Trainees are made aware of the fact that the company is not obligated to offer every graduate employment.

There are many reasons why some trainees may not be placed in the client company. Some examples are:

1. Trainee may not show an interest in the job;
2. Trainee may not adjust to the training program;
3. Trainee, upon enrolling in the program, may have misunderstood the nature of the work;
4. Industry may experience a slowdown in production; or
5. Trainee may not be able to perform the work requirements.

III. ADVANTAGES OF A COMPANY HIRING GRADUATES OF THE TRAINING PROGRAM

A. Hiring the graduates would fulfill the major goal of the training program, which is the placement of individuals on useful jobs.

B. Hiring the graduates would impress upon the community the sincerity of the industry in helping local citizens.

C. Hiring the graduates would provide a positive image for the vocational training institution.

D. Hiring the graduates would increase the community's confidence in vocational training.

E. Economic development would improve as a result of hiring the graduates.

IV. THE ROLE OF THE VARIOUS AGENCIES IN THE PLACEMENT PROCESS

A. The employment service

1. Recruiting trainees
2. Processing applications

3. Testing and screening applicants
4. Counseling applicants
5. Referring applicants to jobs

B. The client company

1. Providing information for testing and counseling graduates
2. Interviewing prospective employees
3. Observing trainees
4. Reviewing testing and counseling information and data
5. Screening graduates
6. Hiring graduates
7. Maintaining records of screening procedures

C. The training institution

1. Collecting job information needed for testing and counseling activities
2. Assisting in recruiting trainees
3. Assisting in counseling trainees
4. Assisting in testing and screening trainees
5. Assisting in referring trainees to client industry

The employment service receives credit for placing graduates of industry services programs. However, it must be pointed out that a company may wish not to involve the employment service. In such cases, placement may be performed by the training institution in cooperation with the plant involved.

A key objective of a training program should be to develop the kinds of individuals that are skillful and well-trained in employability skills (how to exert themselves in securing a job). The trainees should know how to secure a job. Once employed, they must know how to maintain stability in the job. The following topics are related to employability skills. It is felt that each trainee should possess most of these skills in order to be successfully employed. The topics should be included in the placement plan.

V. MEANS OF IDENTIFYING THE RIGHT JOB

A. Try out as many jobs as possible in the training program.

B. Complete all of the required activities in the training program.

C. Discuss the job prospects with as many industry representatives as possible.

D. Discuss all job possibilities with an employment service counselor.

E. Provide all information needed by the industry and the employment service office (fill out application, etc.).

F. Discuss job prospects with a training institution counselor.

VI. INFORMATION THAT MAY BE REQUIRED FROM GRADUATES

A. Name and address

B. Phone number

C. Social security number

D. Personal information

1. Age
2. Sex
3. Height
4. Weight
5. Physical limitations

E. Education

1. Schools attended
2. Dates of attendance
3. Major field of study
4. Awards and activities

F. Job preferences

G. Experience

1. Name and address of company
2. Length of time worked
3. Brief description of duties and responsibilities
4. Special training programs or courses
5. Job performance summaries

H. References (usually three)

I. Type of position for which one is applying

J. Reasons interested in position and firm

K. **Ways one's training meets the employer's needs**

L. **Explanation of personal qualifications**

A sample form for collecting personal data is shown in Appendix D.

VII. INFORMATION THAT SHOULD BE PROVIDED BY THE CLIENT COMPANY TO ENABLE APPLICANTS TO MAKE DECISIONS

A. **Benefits provided employees by the company**

1. Insurances
2. Unemployment compensations
3. Leaves
4. Vacation
5. Retirement plans
6. Social security
7. Pensions
8. Stock purchasing plan

B. **Wages provided employees**

1. New employees
2. Advancement scales

C. **Payroll deductions**

1. Amounts
2. Purposes
3. Intervals
4. Methods of calculation

D. **Working conditions**

1. Shifts
2. Physical requirements
3. Noise levels
4. Work station information

E. **Company policies**

VIII. SUGGESTED CRITERIA FOR RATING PROSPECTIVE EMPLOYEES

The process of counseling and referring persons to an employer is often haphazard. In order to provide some decision-making information to those charged with this task, twelve categories have been identified by which program applicants may be evaluated. Certainly, no attempt has been made to limit criteria by which individuals may be measured. Yet, those listed represent an effort to develop some "handle" or basis to decide who will be offered employment.

Care should be taken in treating cumulative scores of applicants as conclusive data, sufficient to offer or not to offer employment. It should be recognized that certain intangible qualities exist in people. These often are difficult to identify and even harder to measure. It is for this reason that no weighted values have been assigned to the category of "Interviewer Evaluation." This area should possibly serve as the single most important factor in selecting employees. While single and cumulative scores from the remaining eleven areas can serve as an evaluative tool, it should be remembered that they are only that—a tool.

The following areas are listed as categories of evaluation. Their arrangement represents no particular order or sequence. Responses from all but one category have been assigned weighted values on the rating sheet. It is possible then to arrive at a cumulative score on each person by adding the values checked for each area. This should result in a graphic comparison of all job applicants.

It is obvious that the collection of this information would begin at the time the individual applied for training and would continue through the last interview by the industry personnel manager. It is important that all persons who complete the program be placed in jobs for which they were trained. Employment service personnel will make every effort to find suitable employment in the client industry or in other related industries. Clear indications of the qualities possessed by the graduates will greatly increase their chances for successful employment.

A. **Evaluation categories with weighted values**

1. General Apitude Test Battery (or other appropriate test)

Top 10%	5
Upper 20%	4
Upper 30%	3
Upper 40%	2
Below 60%	1

2. Previous work experience

Industry Machines or Related Equipment	6
Monitoring Machines/Equipment	5
Equipment/Machine Maintenance	4
Piece Work or Production	3
No Previous Industrial Experience	2
No Previous Work Experience	1

3. Education

One or More Years of College	5
High School or Equivalent	4
Grades 10 to 11	3
Grades 8 to 9	2
Less than 8 grades	1

4. Previous trade industrial training

Two or more years	4
One to two years	3
Three months to one year	2
None	1

5. Interest

Highly interested	3
Demonstrates some interest	2
No measurable interest	1

6. Knowledge of industry (results from training program)

Highly knowledgeable	3
Knowledgeable	2
Somewhat knowledgeable	1
No appreciable knowledge	0

7. Psychomotor skills demonstrated (results of training program)

Highly satisfactory	3
Satisfactory	2
Somewhat satisfactory	1
Unsatisfactory	0

8. Attendance

No absences	3
One absence	2
Two absences	1
Three or more absences	0

9. Punctuality

Never late	3
Late once	2
Late twice	1
Late three or more times	0

10. Safety

Never unsafe	3
Unsafe once	2
Unsafe twice	1
Unsafe three or more times	0

11. Work harmony

Never a problem situation	3
One problem situation	2
Two problem situations	1
Three or more problem situations	0

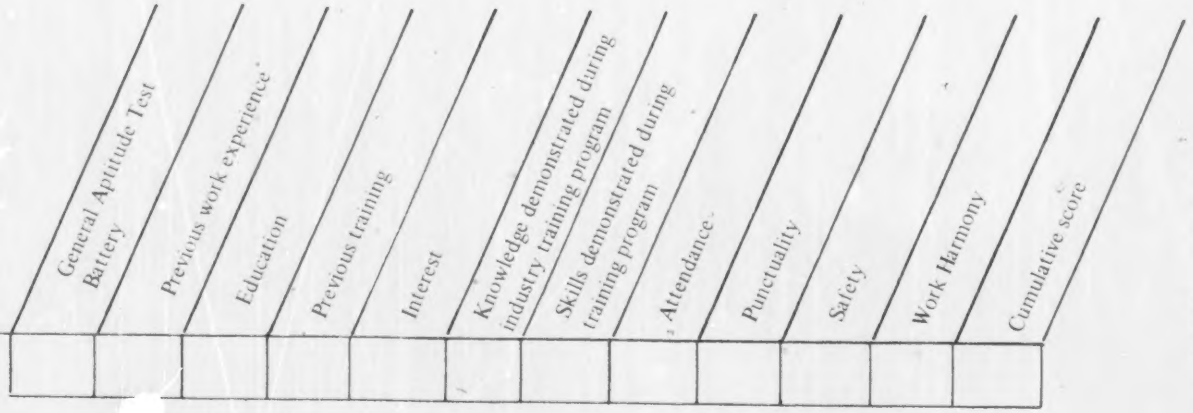
12. Other

B. Interviewer evaluation

This area is reserved for the interviewer to identify certain qualities that are evident in program applicants, but not measured previously. Here the interviewer should make a judgment based on contact with applicants as to whether a given applicant has the potential to become a "good employee." The assumption is made, of course, that the interviewer will have a keen knowledge of the jobs for which persons were trained. Preferably, the interviewer should be a person from the industry.

APPLICANT EVALUATION SHEET

NAME _____



INTERVIEWER EVALUATION:

*Continue this learning activity by taking the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to practice developing a plan to place graduates of an industry services program. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may want to refer back to parts of the module information.

1. The placement process should begin at the close of the training program. Circle the correct answer.

   True False

2. Which one of the following would most likely be in charge of placing program graduates? Circle your answer.

   a. Training institution

   b. Employment service office

   c. The industry

   d. None of the above

3. Which one of the following is not normally a function of the employment service? Circle your answer.

   a. Recruit trainees

   b. Test and counsel applicants

   c. Train applicants

   d. Refer applicants to jobs

4. Some trainees are **not** offered employment after they have completed the training program. Circle the correct answer.

   True False

5. List six possible criteria which could be used for rating prospective employees.

a.

b.

c.

d.

e.

f.

ANSWERS TO SELF-TEST

1. False
2. b.
3. c.
4. True
5. Any six of the following:
   a. General Aptitude Test Battery
   b. Previous work experience
   c. Education
   d. Previous training
   e. Interest
   f. Knowledge demonstrated during industry training program
   g. Skills demonstrated during industry training program
   h. Attendance
   i. Punctuality
   j. Safety
   k. Work harmony

*Proceed to the next learning activity for practice in developing a plan for placing graduates of a pre-employment training program.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

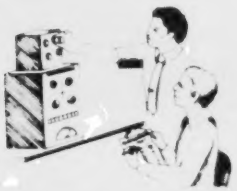
You will be required to practice several aspects of placing graduates of a pre-employment training program. You must read the **Case Study Information** presented in the module. Then, you will complete a series of written exercises related to placing program graduates. You will be evaluating your completed work using the **Performance Checklist** from Appendix A.

I. Read the **Case Study Information** shown in Appendix B. This information will serve as a basis for performing the activities which follow.

II. Use the **Placement Planning Worksheet** from Appendix C to describe your activities in developing a plan for placing applicants for the jobs cited in the case study information.

III. Use the **Performance Checklist** from Appendix A to check your competency in describing your placement activities for the case study industry. All items on the checklist should be rated "yes."

*Completion of the previous learning activity should have prepared you to develop a plan for placing applicants for jobs in a real work situation. Proceed to the **Check-Out Activity**.



CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity below is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You will be assigned the responsibility of coordinating the placement of graduates of a pre-employment training program for an industry in your community. You must develop a plan which will involve the local employment service office (when possible) in recruiting, testing, counseling, and referral activities. You must understand fully the qualities needed by the industry workers. The plan must include ways to keep the industry fully informed about all front-end placement activities. Multiple-criteria should be used to select candidates for the jobs offered by the industry. Industry representatives should be involved as much as possible in interviewing, instructing, and observing the prospects. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Developing a plan for placing graduates of a pre-employment training program.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. Prerequisite skills (if any) required by workers in the industry were specified. ☐
2. Multiple criteria to be used in selecting prospects were identifed. ☐
3. The placement activities to be completed were identified. ☐
4. The agencies responsible for each placement activity were identified. ☐
5. The selection criteria identified would likely result in the most qualified persons being placed in suitable jobs. ☐
6. The placement activities identified would likely result in effective and efficient placement. ☐
7. The dates identified for completing the placement activities seemed realistic. ☐

APPENDIX B

CASE STUDY INFORMATION FOR PLACING GRADUATES OF A PRE-EMPLOYMENT TRAINING PROGRAM

A 20-hour pre-employment training program will be provided for an automotive carburetor assembly plant. A brief description of the process for assembling the parts and subassemblies follows:

1. **Assembly of air horn.** This task involves positioning the parts in place; driving screws into predrilled and pretapped holes; installing gaskets; and installing other related subassemblies.
2. **Assembly of carburetor main body.** This task involves inserting lead into holes and installing several main body components using punches, screwdrivers, and small wrenches.
3. **Final assembly.** This task includes the assembly of the air horn and main body to the throttle body. Subassemblies are drawn together by screws. Shellac is applied to the lead shot plugs as a seal, and the idle air is checked with a manometer. Repair operations may also come at this point for correction of problems identified.
4. **Flow testing.** Testing the carburetor operation is the final task. The flow test is the "real life" evaluation of the carburetor. All carburetors must receive this test.

The primary objective of the pre-employment program is to determine which persons have the interest and potential ability to perform assembly tasks on a productive, competitive basis. The activities planned for the program are as follows:

1. Clearly establish the basic manpower requirements of the industry, such as personal characteristics, education, experience, and potential manipulative abilities.
2. Develop criteria to be used in counseling and selecting applicants for the training program and for employment.
3. Recruit, test, and refer applicants for the training program.

4. Counsel and screen applicants for the training program.
5. Conduct 20 hours of orientation instruction.
6. Interview each trainee during and following the training program concerning potential jobs.
7. Place program graduates in jobs.

APPENDIX C

PLACEMENT PLANNING WORKSHEET

PROSPECTIVE INDUSTRY

1. What prerequisite skills (if any) will be required by workers in this industry?

2. Provide a brief description of the pre-employment training program to be provided.

PLACEMENT ACTIVITIES

1. What criteria were likely used to select candidates for the training program?

2. What criteria would be used to select candidates for jobs within the industry?

3. Develop a schedule and sequence of the tasks to be performed in testing, counseling, screening, and selecting applicants for jobs within the client industry. Set arbitrary dates for the completion of each activity. Also, indicate what agency will be responsible for each task.

APPENDIX D

SAMPLE PERSONAL DATA SHEET

NAME: _____ DATE OF BIRTH: _____

ADDRESS: _____ PLACE OF BIRTH: _____

_____ WEIGHT: _____ HEIGHT: _____

TELEPHONE: _____ SOC. SEC. NO.: _____

MARITAL STATUS: _____ PHYSICAL CONDITION _____

EDUCATION _____

_____

_____

HOBBIES RELATED TO JOB OPPORTUNITIES: _____

_____

_____

WORK EXPERIENCE: _____

_____

_____

REFERENCES:

_____

_____

_____

TYPE POSITION APPLIED FOR: _____

REASONS INTERESTED IN POSITION: _____

_____

EXPLANATION OF PERSONAL QUALIFICATIONS: _____

_____

_____

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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